DOCUMENT RESUME

ED 092 675 CE 001 401

AUTHOR	Rosner, Joan; And Others
TITLE	People and Cities: The Environment and Society. Adult Basic Education.
INSTITUTION	New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
PUB DATE	74
NOTE	65p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	*Adult Basic Education; Classroom Materials; *Environmental Education; Instructional Aids; *Instructional Materials; Manuals; *Urban Studies; Urban Teaching; *Worksheets

ABSTRACT

The manual is designed to provide instructors in adult basic education with discussion and activities materials which treat the subject of environment and society. Each of the three topics ("People and Their Needs," "Understanding the City," and "Improving the City Environment") is comprised of objectives, background information for the instructor, suggested activities, and student worksheets. A separate packet of student worksheets is included. The manual deals with the basic human needs of people as they relate to our physical surroundings. The impact of these needs on our environment and, conversely, the physical and psychological impact of the environment upon people, is examined in practical and meaningful terms. (Author)

ED 092675

THE ENVIRONMENT AND SOCIETY

ADULT BASIC EDUCATION

People & cities

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1984 Joseph W. McGovern, A.B., J.D., L.H.D., LL.D., D.C.L.,
Chancellor - New York
1985 Everett J. Penny, B.C.S., D.C.S., Vice Chancellor- - - - White Plains
1978 Alexander J. Allan, Jr., LL.D., Litt.D.- - - - - - - - - - Troy
1987 Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D. - Purchase
1975 Edward M. M. Warburg, B.S., L.H.D. - - - - - - - - - - - - New York
1977 Joseph T. King, LL.B.- - - - - - - - - - - - - - - - - - - Queens
1974 Joseph C. Indelicato, M.D. - - - - - - - - - - - - - - - - Brooklyn
1976 Mrs. Helen B. Power, A.B., Litt.D., L.H.D., LL.D.- - - - Rochester
1979 Francis W. McGinley, B.S., J.D., LL.D. - - - - - - - - - - Glens Falls
1986 Kenneth B. Clark, A.B., M.S., Ph.D., LL.D., L.H.D.
D.Sc.- Hastings
on Hudson
1983 Harold E. Newcomb, B.A.- - - - - - - - - - - - - - - - - - Owego
1981 Theodore M. Black, A.B., Litt.D. - - - - - - - - - - - - - Sands Point
1988 Willard A. Genrich, LL.B., L.H.D.- - - - - - - - - - - - - Buffalo
1982 Emlyn I. Griffith, A.B., J.D.- - - - - - - - - - - - - - - Rome

President of the University and Commissioner of Education
Ewald B. Nyquist

Executive Deputy Commissioner of Education
Gordon M. Ambach

Deputy Commissioner for Elementary, Secondary, and Continuing Education
Thomas D. Sheldon

Associate Commissioner for Instructional Services
William L. Bitner III

Assistant Commissioner for Instructional Services (General Education)

Director, Division of Curriculum Development
Gordon E. Van Hooft

Chief, Bureau of Continuing Education Curriculum Development
Herbert Bothamley

Assistant Commissioner for School Services
Leo A. Soucy

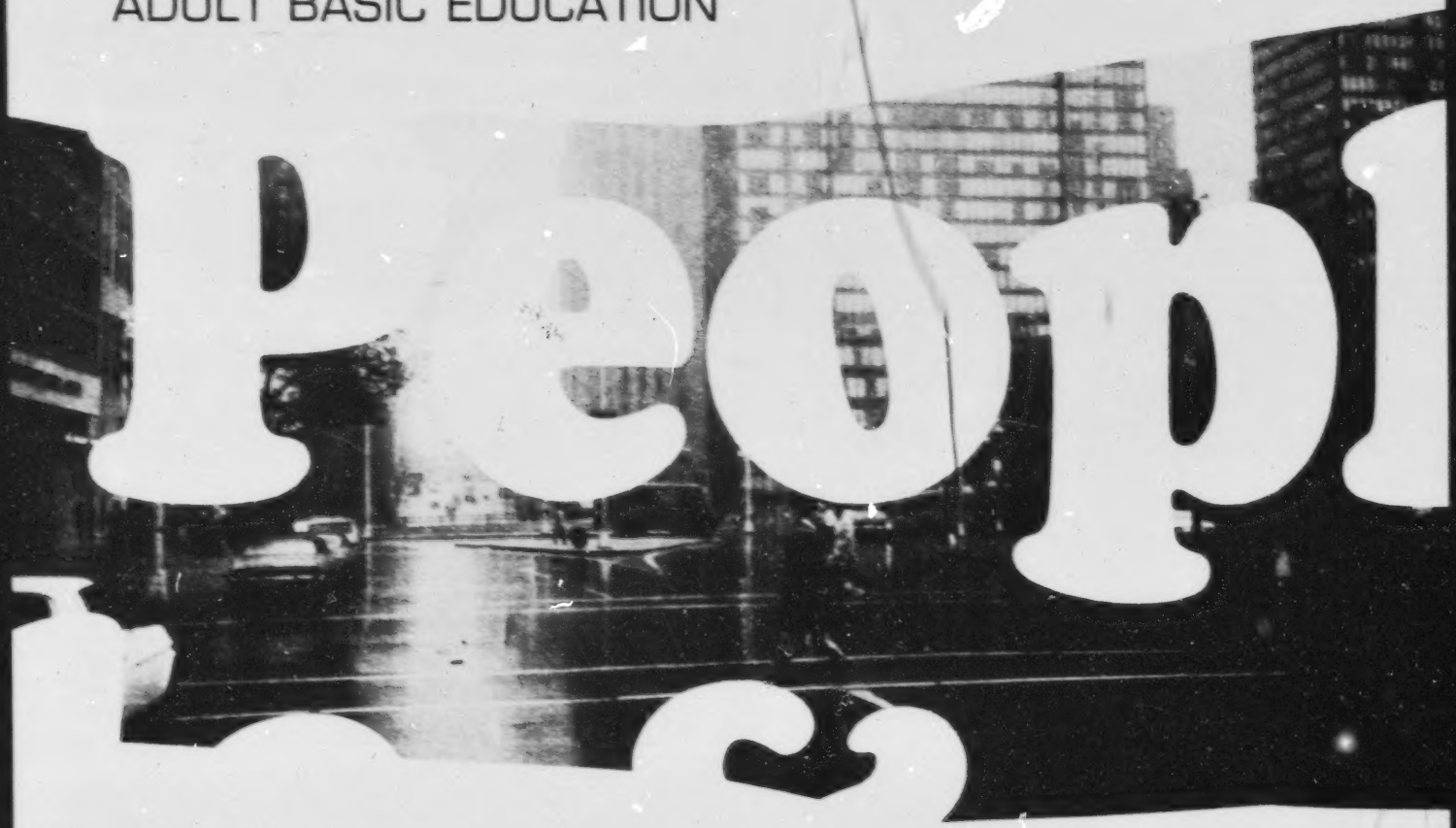
Director, Division of Continuing Education
Warren C. Shaver

Supervisor, Unit on Basic Continuing Education
Neil W. Carr

THE ENVIRONMENT AND SOCIETY

ADULT BASIC EDUCATION

People and Cities



BIBLIOGRAPHY

The following materials have been developed by the Bureau of Continuing Education Curriculum Development and are available upon request from New York State school districts offering programs in adult basic education. For complete information make direct contact with the Bureau.

BASIC SKILLS SERIES

Inventory of Readiness for Literacy, Phase 1: Visual Discrimination and Select Cognitive Abilities
Inventory of Readiness for Literacy, Phase 2: Auditory Discrimination
Take It From Me (Reading Kit)
Teaching Adult Basic Reading
Teaching Adult Basic Computation
Teaching Adult Basic Computation, Intermediate

SOCIAL LIVING SKILLS SERIES - GENERAL

Teacher's Manual for Teaching Social Living Skills

SOCIAL LIVING SKILLS SERIES - CONSUMER EDUCATION

Consumer Education Lesson Plans
Consumer Education Lesson Plans [Spanish Edition]
Student Worksheets for Consumer Education Lesson Plans
Student Factsheets and Worksheets for Consumer Education Lesson Plans
Getting Credit (Filmstrip with Teacher's Manual)
Getting Credit [Spanish Edition] (Tape)
Shopping for Money (Flipchart with Teacher's Manual)
Getting Credit and *Banking Services* (Record)

SOCIAL LIVING SKILLS SERIES - HEALTH AND NUTRITION

Health and Nutrition Lesson Plans
Health and Nutrition Lesson Plans [Spanish Edition]
Student Worksheets for Health and Nutrition Lesson Plans
Student Factsheets and Worksheets for Health and Nutrition
Shots for Your Health (Filmstrip with Teacher's Manual)
Shots for Your Health [Spanish Edition] (Tape)
The Fight Against VD (Filmstrip with Teacher's Manual)
The Fight Against VD [Spanish Edition] (Tape)
Keep Well with Vaccine (Flipchart with Teacher's Manual)
Shots for Your Health and *The Fight Against VD* (Record)
Ride A White Horse (Filmstrip with Teacher's Manual)

SOCIAL LIVING SKILLS SERIES - PRACTICAL GOVERNMENT

Practical Government Lesson Plans
Practical Government Lesson Plans [Spanish Edition]
Student Worksheets for Practical Government Lesson Plans

(Continued)
on P. 15
PART I

WORKSHEET 1: WHAT PEOPLE NEED TO LIVE - PART A

Instructions: People are living things. Like other animals and plants, they have certain needs which must be met if they are to live. List the basic needs of all living things (people, other animals, and plants) on the chart below. For people, also include the things we need to make us happy, to keep our minds alert, and to make our lives comfortable.

PEOPLE NEED:	ANIMALS NEED:	PLANTS NEED:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____		
_____		

WORKSHEET 1: WHAT PEOPLE NEED TO LIVE - PART B

Instructions: Look at the picture and discuss the questions below.

1. Why do we need company (friends, companions)?
2. How important is it to you to have close friends?
3. Is friendship as important as some other needs of people?

WORKSHEET 2: WHERE DO YOU LIKE TO LIVE?

Instructions: For each question below, place a checkmark (✓) next to your choice. If you are happy with your own city for any of the reasons below, check (✓) no change.

1. I would like: ( ) a warmer climate; ( ) a colder climate; ( ) no change

2. I would like: ( ) more snow; ( ) less snow; ( ) no change

3. I would like: ( ) more rain; ( ) less rain; ( ) no change

4. I would like: ( ) more sunshine; ( ) less sunshine; ( ) no change

5. I would like: ( ) to be closer to an ocean, river, or lake; ( ) further away from an ocean, river, or lake; ( ) no change

6. I would like: ( ) to live in a bigger city; ( ) a smaller city; ( ) no change

7. In general I ( ) am; ( ) am not; satisfied with the place where I live

---

WORKSHEET 3: WHY DO YOU LIVE WHERE YOU DO?

Instructions: Place a check (✓) next to every one of the reasons which explains why you live where you do.

1. ( ) I was born here.

2. ( ) My family moved here when I was a child.

3. ( ) I moved here as an adult.

4. ( ) All of my relatives and friends live here.

5. ( ) The weather is the kind I like.

6. ( ) I feel safe here.

7. ( ) I like living where there are a lot of people around me.

8. ( ) I like big cities better than small towns or the suburbs.

9. ( ) This city has more to offer than any other as far as I know.

10. ( ) I came here to take a better job.

11. ( ) I have a better job here than I could get elsewhere.

12. ( ) There are more job opportunities here.

13. ( ) I don't have a job and if I can't get one here, I probably won't be able to get one anywhere else.

14. ( ) It is easier to live here than to try to move somewhere else.

TABLE 1: CITIES OF THE UNITED STATES

Instructions: After completing *WORKSHEET 2*, choose (✓) a city or cities (if any) which have the kind of climate and other physical features you like. (↑ = most or highest; ↓ = least or lowest)

City	January Temp.	July Temp.	Rainfall (in./yr.)	Population	Nearby Water
Albany, NY	23°↓	72°	35.5	115,000	Hudson R.
Albuquerque, NM	35°	79°	8.5	245,000	Rio Grande R.
Atlanta, GA	45°	79°	47.3	500,000	
Baltimore, MD	35°	77°	43.0	905,000	Atlantic O.
Boston, MA	30°	74°	42.7	640,000	Atlantic O.
Buffalo, NY	25°	70°	35.6	465,000	L. Erie; Niag. Falls
Chicago, IL	26°	76°	33.2	3,400,000	L. Michigan
Cleveland, OH	28°	72°	35.3	750,000	L. Erie
Dallas, TE	46°	85°	34.5	845,000	
Denver, CO	29°	73°	14.8	515,000	
Honolulu, HA	73°↑	79°	21.9	325,000	Pacific O.
Juneau, AL	25°	55°↓	54.7	14,800↓	Pacific O.
Los Angeles, CA	56°	73°	14.8	2,800,000	Pacific O.
Miami, FL	67°	82°	59.9	335,000	Atlantic O.
Newark, NJ	32°	76°	42.4	385,000	Atlantic O.
New York City, NY	33°	77°	42.2	7,900,000↑	Hudson R.; Atl. O.
Phoenix, AR	50°	90°↑	7.3↓	580,000	
Philadelphia, PA	32°	76°	42.5	2,000,000	Delaware R.; Atl. O.
Portland, OR	38°	67°	37.3	380,000	Pacific O.
Rochester, NY	24°	71°	31.3	300,000	L. Ontario
San Diego, CA	55°	70°	11.3	700,000	Pacific O.
San Francisco, CA	49°	63°	18.7	715,000	Pacific O.
San Juan, PR	74°	80°	64.3↑	455,000	Caribbean Sea
Seattle, WA	38°	65°	39.0	530,000	Pacific O.
Syracuse, NY	24°	72°	37.8	200,000	
Washington, DC	37°	78°	40.8	750,000	Chesapeake Bay
Yonkers, NY	32°	76°	42.0	205,000	Hudson R.

- Is there a city you think you would like better than your own?
- If so, would you be able to move there easily?

WORKSHEET 4: RECREATION IN THE CITY

Instructions: (1) In Chart A, place three check marks (√√√) next to the activities you like the most, two (√√) next to those you like fairly well, and one (√) next to those about which you have no strong feelings. Check the activities you like whether it is possible to do them in your city or not, or whether you can afford to do them or not.
(2) In Chart B, list five of the activities which received your highest marks and, next to each, mark (X) the columns which best describe each activity.

Chart A

movies	_____	watching:		skiing	_____
theater	_____	baseball games	_____	boating	_____
concerts	_____	basketball games	_____	snorkeling	_____
opera	_____	football games	_____	biking	_____
bowling	_____	hockey games	_____	bocce	_____
swimming	_____	soccer games	_____	gardening	_____
playing:		tennis matches	_____	fishing	_____
tennis	_____	golf tournaments	_____	hunting	_____
golf	_____	visiting:		picknicking	_____
baseball	_____	parks	_____	dancing:	
football	_____	zoos	_____	social	_____
handball	_____	botanical gardens	_____	folk and square	_____
basketball	_____	museums:		relaxing:	
soccer	_____	art	_____	at home	_____
hockey	_____	science	_____	at bars	_____
pool	_____	history	_____	in coffee shops	_____

Chart B

Leisure Time Activity	Readily Available In Your City	Available But Very Crowded	Available But Not To Everyone (expensive, private, etc.)	Not Available But Could Be	Could Not Be Available (like skiing in Miami)
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

WORKSHEET 1: STUDENT INFORMATION SHEET

Instructions: Read the following and discuss what the information means to you.

The ring of the alarm clock in the morning is a signal to get up and start another day. How willingly we face each of these new days is a clue to how happy we are, and how well we like our environment.

There has been much talk recently about "the environment." When we hear the word, we usually think about air pollution, water pollution, dirty streets, and disappearing open spaces.

Environment means these things. But, it also means more. Environment is everything and everybody around us; the places we work and the jobs we do; the houses we live in, and the people who share our neighborhoods; the amount of snow that falls, and how quickly the city clears the streets after a snowstorm; the people we pass on the streets, and the looks on their faces; the things we like to do on our days off, and whether we are able to enjoy doing them.

Where a person lives is his environment. At present, nearly 70 percent of the people in the United States live in cities. The growth in number and size of cities has been so great that they now spill over into each other, forming, on the eastern seacoast, a big, sprawling "megalopolis."

Cities are wonderful places. Cities are terrible places. Some people love them. Some people hate them. But, no matter how we feel about them, they are here. We will probably always have them. The better we understand cities, the better we are able to get the most out of them. We must save what is good, and improve what we do not like about cities.

A good way to understand cities is to think about your own as an environment, as a place to live. Ask yourself what your wants and needs are. Then ask how well your city meets these requirements. Think of what you like about your city, and what you would want to see changed. Remember that environment includes everything; what nature provided in the way of air, climate, mountains, water, forests, plants, animals, minerals; and what man has added with his intelligence, his ingenuity, and, unfortunately, with his greed and carelessness.

WORKSHEET 2: LOOKING AT THE CITY

Instructions: Look at the picture below. List some of the things you would see, hear, and smell while walking in the city.

List the kinds of...

BUILDINGS	NOISES	SMELLS	TRAFFIC
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

... you would notice.

WORKSHEET 3: CITIES — ALIKE BUT DIFFERENT

Instructions:

(1) Think of what your city is like and then describe it in the spaces in Column A.

(2) Think of any other city in which you have lived or visited, or even one you have learned about by watching TV, reading, or going to the movies. Describe it in Column B.

(3) Answer the two questions below the chart.

	Column A My City	Column B City X
Size		
Location (state, country)		
Transportation (good, bad; kinds)		
City leader(s) (popular, unpopular, famous)		
Kinds of industry		
Recreation		

- In what ways is your city very much like the other one you described?

_____

_____

- In what ways are the two cities different?

_____

_____

WORKSHEET 4: THE CITY AS A SERVANT

Instructions: Think of the many things that you do each day and list them in Column A below. For each one, give the name of a service which makes it possible for you to do that (in Column B).

Column A My Actions	Column B Service(s) Provided
1. ate breakfast	1. food stores, delivery trucks
2. took a bath	2. water supply
3. went for a walk	3. sidewalks-public works dept.
4. put out the garbage	4.
5.	5. post office
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

WORKSHEET 1: STUDENT INFORMATION SHEET

Instructions: Read the following with the instructor and the class and discuss what the information means to you.

Something important happened to our country on April 22, 1970. We called that day, "Earth Day." It was the beginning of a movement to stop polluting the earth, and to start improving our environment.

A new word was added to our vocabulary. Newspapers, TV, and radio spoke of "ecology." They told us the world was in danger if we kept on hurting the air, water, and land, and the things living in the air and water and on the land. They said that what hurts any one of these things, hurts everything, including us.

Cleanups, protests, sit-ins, and teach-ins spread the message to "Save Our Earth." Pogo told us that we had met the enemy, and the enemy was us.

The bustle and excitement of the first Earth Day has died down, but not without leaving its mark. No longer do we look at smog-filled air or muddy rivers and say that this is the price we must pay for progress. Throughout the country people know that if we want to have a world worth living in, things will have to change. And they know that we are all going to have to work hard to bring about that change.

The hopeful thing about the fight to improve the environment is that everyone *can* do something about it. This is one thing we learned from Earth Day. We all helped to cause the problem. We can all do something to stop it. No one is "too small" or "too unimportant" to have a voice in this battle.

As tough as environmental problems are, there are more things we "little people" can do about them than about some of the other big problems facing our country and our world. We might not have much luck doing away with wars, crime, and poverty, but we don't have to shrug hopelessly when we see litter on streets, or when our ears are blasted by city noises.

There are three ways we can act to solve environmental problems. We can improve our own way of living. We can roll up our sleeves and clean up the mess other people make. And, we can use our vote to tell legislators what kinds of laws our city and country need to prevent any further harm to the environment.

Our environmental problems are far from being solved. Every day it becomes clearer that these problems are not simple. We don't even understand all of the problems yet, but we do know something is wrong. We know we do not like what has happened, and we are going to do something about it. This is good. Dissatisfaction is the first big step toward bringing about change and solutions.

WORKSHEET 2: A BETTER CITY FOR EVERYONE

Instructions: Look at the picture and then list below some things people can do to make the city a better place to live.

Making the city a better place to live: WHAT CAN I DO?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

WORKSHEET 3: POLLUTION

Instructions: Add as many environmental problems as you can think of to the list below. Then, for each problem listed, check (✓) how bad it is in Part A and check (✓) what is being done about it in Part B.

THE PROBLEM	Part A *HOW BAD IS IT?*			Part B *WHAT IS BEING DONE?*		
	severe	annoying	not bad	nothing	being looked into	controls in effect
engine exhaust						
factory smoke						
loud noise (jets, construction, etc.)						
poor drinking water						
litter on streets						
poorly managed city dumps (overflow, rat problem, etc.)						
condemned and abandoned buildings						
polluted streams, rivers, etc.						
too many billboards						
too much traffic						

WORKSHEET 4: AIR AND WATER

Instructions: Read the information below and then look at the questions which follow. You will be able to answer some questions with other members of the class. The others can be answered by writing to a city or State environmental agency, or by having someone from the agency come to class.

Air and water are the two most important life-supporting substances. People can stand very hot or very cold temperatures. They can live many days without food. But, no one can live without air, and no one can live for long without water. The lack of air and water is one of the chief reasons nothing can live on the Moon or Mars.

In the past few years, we have realized that Planet Earth is in danger because of what we are doing to our air and water supply. Many scientists have said that the world as we know it can not last much longer unless we do something about our environment, especially our air and water supply.

1. What are the chief causes of air pollution in your city?

   _____

   _____

   _____

2. Has it become better or worse during recent years?

   _____

3. Is anyone doing anything about it? _____ If yes, who? _____

   What? _____

4. Where does your city get its water?

   _____

5. What are the causes of water pollution?

   _____

   _____

   _____

6. Has it become better or worse during recent years?

   _____

7. Is anyone doing anything about it? _____ If yes, who? _____

   What? _____

WORKSHEET 5: GETTING SOMETHING DONE

Instructions: Several general ways of trying to handle environmental problems are listed below:

A. Do something about it yourself.

B. Get in touch with a public agency (sanitation, park department, etc.).

C. Get in touch with a citizens' environmental group.

D. Write to an elected official.

E. Write a letter to the editor of the local newspaper.

Next to each of the environmental situations listed below, write the letter(s) standing for the method(s) you think would be best for handling that particular problem.

PROBLEM	BEST METHOD(S) OF HANDLING THE PROBLEM
1. An apartment house across the street has dark smoke coming from its chimney every day.	
2. Water fountains, benches, and shrubs and trees in the park have been vandalized.	
3. Buses, police cars, and taxis idle their engines for long periods of time.	
4. Old tires, abandoned cars, sofas, and other junk are found on a vacant piece of public property.	
5. The sidewalk in front of your house has a lot of litter on it.	
6. Garbage is not collected on time and, as a result, it gets scattered over the sidewalk and street.	
7. Bottles and newspapers make up a large part of the trash to be collected.	

WORKSHEET 6: ENERGY

Instructions: Show how you feel about the 17 energy-saving suggestions listed. Write one or more of the letters A through E from the list of choices below in the blank next to each suggestion.

A. I am already doing this.
B. It would be uncomfortable, inconvenient, or difficult for me to do this, but I would try if others would.
C. I would not do this unless someone forced me to.
D. I don't think people should have to do this until after government and industry have done it.
E. I think it is unfair to expect people to make such a sacrifice.

HOW TO SAVE ENERGY:

_____ 1. Avoid fast getaways and drive at a steady speed.
_____ 2. Do not drive over 50 miles per hour.
_____ 3. Use your automobile only when necessary.
_____ 4. Do not allow the engine to idle more than a minute or so. (Less fuel is used in starting than when idling during short stops. Also, in cold weather, engine warmup time need only be a minute or two.)
_____ 5. Keep your car's engine tuned.
_____ 6. Make sure that tires are properly inflated.

_____ 7. Buy an automobile which will give safe, longlasting, economical transportation.
_____ 8. Avoid automobiles which are "loaded" with options and accessories, thus making the car more expensive to run and to repair.
_____ 9. When possible, use public transportation instead of your automobile.
_____ 10. Use lower wattage light bulbs where possible.
_____ 11. Turn off lights when they are not being used.
_____ 12. Use the more efficient flourescent lighting rather than incandescent (light bulbs) lighting when possible (desk lamp, kitchen lighting, etc.).

_____ 13. Consider purchasing a standard refrigerator rather than a "frost free" model (which uses as much as 40% more electricity).
_____ 14. Place weatherstripping on windows and doors to keep heat in and drafts out.
_____ 15. Install storm windows if you own your own home, or encourage the landlord to do so if you rent.
_____ 16. Set your furnace thermostat at 68°.
_____ 17. Keep closet doors closed to avoid heating areas which do not need it.
_____ 18. Try to purchase food and other items which use the least amount of packaging (when it is possible to make a practical choice).

Most of the suggestions above will result in cash savings to you in addition to conserving energy.

Student Factsheets and Worksheets for Practical Government Lesson Plans
The Silent Voice (Filmstrip with Teacher's Manual)
The Silent Voice [Spanish Edition] (Tape)
To Protect and Serve (Filmstrip with Teacher's Manual)
You and Your Community and *Silent Voice* (Record)
Using the Voting Machine (Flipchart with Teacher's Manual)

SOCIAL LIVING SKILLS SERIES - PARENT EDUCATION AND FAMILY LIFE
Child Development: The First Five Years Lesson Plans
Child Development: The First Five Years (Brochure)
Student Factsheets and Worksheets for Child Development: The First Five Years
Rachel's Child (Filmstrip with Teacher's Manual)
Child Development: 6-12 Years Lesson Plans
Child Development: 6-12 Years (Brochure)
Student Factsheets and Worksheets for Child Development: 6-12 Years
When Raymond Was Six (Filmstrip with Teacher's Manual)
Mrs. Butler Goes to School (Flipchart with Teacher's Manual)
Child Development: The Teenager Lesson Plans
Student Factsheets and Worksheets for Child Development: The Teenager
Child Development: The Teenager (Brochure)
The Teenager (Filmstrip with Teacher's Manual)

SOCIAL LIVING SKILLS SERIES - THE ENVIRONMENT AND SOCIETY
People and Cities Lesson Plans
A Place To Be (Filmstrip with Teacher's Manual)
**Producers and Consumers Lesson Plans*
**Producers and Consumers* (Filmstrip with Teacher's Manual)

**Available September, 1974*

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
ALBANY, NEW YORK 12224

ENVIRONMENT AND SOCIETY

PEOPLE AND CITIES

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development
Albany, New York 12224
1974

FOREWORD

This manual is designed to provide instructors in adult basic education with discussion and activities materials which treat the subject of the environment and society. Each of the three topics is comprised of objectives, background information for the instructor, suggested activities, and student worksheets. A separate packet of duplication masters of the student worksheets accompanies the manual.

These topics dealing with *People and Cities* are supplemented by the filmstrip *A Place To Be* and its accompanying manual. Additional materials dealing with environment and society will be developed at a later date. Similar groups of materials are available in the areas of parent education and family life, health and nutrition, consumer education, and practical government. These and other materials are listed on the cover of the duplication masters packet.

The Bureau of Continuing Education Curriculum Development expresses appreciation to Joan Rosner, School District 30, Queens, for developing the basic text and a majority of the activities for this manual. The Bureau is indebted to Oscar A. Kaufman for the illustrations and the cover design.

Further acknowledgement is given to the following members of the staff of the Unit on Basic Continuing Education who reviewed the materials and made suggestions which were incorporated into the manuscript: Neil W. Carr, supervisor, and Harvey Johnson, associate. Project coordination and preparation of the manuscript for publication was the responsibility of Barry W. Jamason, associate, Bureau of Continuing Education Curriculum Development.

HERBERT BOTHAMLEY, Chief
Bureau of Continuing Education
Curriculum Development

GORDON E. VAN HOOFT, Director
Division of School Supervision

MESSAGE TO THE INSTRUCTOR

It is to be hoped that these materials will prove to be of practical value in your important task of providing improved instructional programs for students in adult basic education classes. To fully appreciate the scope and intent of this project, you should read the introductory handbook, *Teaching Social Living Skills*. This booklet describes the organization of the Social Living Skills materials; provides teaching suggestions; and includes a brief, but useful, bibliography.

This first manual on *Environment and Society* deals with the basic human needs of people as they relate to our physical surroundings. The impact of these needs upon our environment and, conversely, the physical and psychological impact of the environment upon people, is examined in practical and meaningful terms. The dynamics of this interrelationship constitute a reality which will influence our lives for decades. The present energy crisis is the most dramatic and obvious indicator of the significance of the subject at hand. We must not interpret lightly our responsibility to learn to live harmoniously with ourselves and in our environment.

Hopefully, this manual will fulfill the twofold task of assisting you in your instructional program and of providing your students with practical and useful information. You can make a significant contribution to the refinement of these materials if you record your reactions and suggestions on the evaluation sheet found in the packet of duplication masters which accompanies this booklet.

NEIL W. CARR, Supervisor
Unit on Basic Continuing Education

WARREN C. SHAVER, Director
Division of Continuing Education

CONTENTS

	Page
Foreword.	ii
Message to the Instructor	iii
Introduction.	1
People and Their Needs.	2
Understanding the City.	9
Improving the City Environment.	18

INTRODUCTION

Previous units in the Social Living Skills have emphasized basic skill development in conjunction with the presentation of practical and vital information for everyday use by students. *Environment and Society* embarks on a new, and timely, area of subject matter which deals with the general well-being of individuals on a broader scale, that of people's natural and man-made surroundings. The materials attempt to demonstrate the impact of environment upon people and the equally important factor of people's impact upon the environment.

The prerequisite of meaningful interaction between the instructor and the students and the complexity of the subject have dictated the modification in format of this segment of the social living skills. It will be necessary for the instructor to explore extensively with students the background information in a discussion format which acknowledges that instructor and students are learners with respect to this new subject area. In fact, the activities are of a nature which encourages the instructor to "test" his own attitudes, reactions, and motives along with the students.

Each topic features an "illustrated" activity which is designed for students at the beginning reading level. The other activities and worksheets are more appropriate for students at the intermediate and advanced reading levels, although direct assistance by the instructor will facilitate their use by all students.

The first topic examines the basic needs of people while attempting to establish an environmental context for discussion of these needs. By characterizing the city as the most common environment for most adult basic education students, the second topic provides an understanding of the city through exposition, comparison, and deduction. The final topic seeks to develop individual responsibility to the city environment by way of "making the best of what we have."

The instructor is encouraged to contact local and State agencies which have responsibilities in the area of environment. These agencies, such as the New York State Departments of Environmental Conservation and Health, and local community or city environmental commissions, readily provide resource materials to the public. At the Federal level, the Environmental Protection Agency, the U.S. Departments of Interior (U.S. Forest Service) and Agriculture (Soil Conservation Service) offer materials and information.

As a means of keeping the basic teacher manual intact, the student worksheets are provided both in the manual and separately (in bolder type) as a packet of duplication masters which accompanies the manual. These duplication masters were, of necessity, numbered sequentially rather than in correspondence to the numbers used on the following pages. Thus, the legend below establishes their relationship:

INSTRUCTOR'S MANUAL	5, 6, 7, 8, 14, 15, 16, 17, 23, 24, 25, 26, 27, 28
DUPLICATION PACKET	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

PEOPLE AND THEIR NEEDS

Objectives

- To make students aware that they respond to their environment in ways which are determined by the needs they have
- To assist students in defining what the city means to them, and, by so doing, open to them new ways of deriving satisfaction from their surroundings

Background Material for the Instructor

Living

When the average American says he wants to "live," he is not thinking along the same lines as the doctor or the biologist. He takes the continuity of his physical life for granted. His interest is in how he lives; in "living," not just existing. However, before he can direct his attention to the quality of his life, his existence must be assured, and existence is dependent upon the availability of air, water, food, and shelter.

Inasmuch as we are examining life in the cities with their high population densities, space is a factor which takes us beyond consideration of people's subsistence needs to that of their quality of life. Also, it is generally true that a person needs to feel secure and wanted; that he must have a good self-image; that he must derive some satisfaction from his daily routines; and that part of his time must be given to rest, recreation, and relaxation if he is to function as a constructive member of society. In our culture, fulfillment of most of these needs, as with basic physical needs for food and shelter, tends to be linked with economic factors. Thus, the desirability of a given locality as a "place to live" is frequently judged in economic terms by its ability to provide people with suitable jobs and incomes.

Making A Living

The materialistic nature of present-day American society makes it difficult to define the parameters of "suitable jobs and incomes." When a man speaks of making a living, he is usually referring to an income which permits him to satisfy more than minimal physical and psychological needs. What is essential comes to be considered in relative rather than absolute terms. Subsistence is equated with substandard. Convenience, comfort, and status immediately follow biological necessities. Quantity becomes confused with quality, sometimes to the detriment of the latter.

In agrarian societies where people get their living directly from the earth, attention is often concentrated on filling biological needs. The relationship between labor and its fruits is immediately evident and satisfying. Industrialization, characterized as it is by division of labor, makes this relationship more remote and renders it less meaningful. Satisfaction is usually not directly associated with a laborer's work, but rather with the money he is paid for that work, and with products he can purchase for that money. Peripheral services and amenities, concommitants of such a culture, siphon off large amounts of the worker's income and necessitate constant striving for higher salaries. Thus, it is to cities that many people turn in their search for larger incomes. Paradoxically, the cost of living in cities is often so high as to offset the increase in wages. Nonetheless, cities continue to grow as people are lured by these economic considerations.

Enjoying Life

There is more to living than merely working to get the food, clothing, and shelter we need. People want to relax and enjoy life. They want to spend time with their family and friends, and they want to have fun. Thus, one reason many people like to live in cities is that they can usually find many different things to do with their spare time. Recreational facilities are expensive to construct and maintain and for this reason, cities, with their large populations paying to use such facilities, almost always have a wide choice of these activities. The larger the city, the greater the variety of recreational activities and the more intense the competition for the public's recreation dollars. And, there are so many people in cities that is is usually possible to find friends who enjoy the same kinds of recreation.

Worksheet Activities

1. *WHAT PEOPLE NEED TO LIVE*

Have the students consider what it is that living things (humans, animals, and plants) need to live (survive). Up to a point, these needs will be similar. Instruct the students to complete *PART A* of *WORKSHEET 1*, emphasizing the more complex and sophisticated needs of man. Discuss their completed charts with them, using questions like these:

- Which items are needed only by man?
- Which of these are the same for all people?
- Which items vary according to people's customs and personal tastes?
- Which of your personal needs are not being satisfied?
- What might be some of the reasons your needs are not being met?

Next, have the students look at the illustration in *PART B* of *WORKSHEET 1*. This picture suggests a specific human need, company or companionship. Discuss with the students the questions which accompany the illustration.

2. *WHERE DO YOU LIKE TO LIVE?*

Many people have personal preferences for different types of environments for reasons of health or happiness. Discuss with the class how different environments suit these individual preferences. Find out how the people in your class would feel about different places to live by having them complete *WORKSHEET 2*. Students should then compare these environmental features with the same ones illustrated by the data for various other cities of the United States as provided in *TABLE 1*. (Using a large map of the United States would add to the value of the activity.) Are students able to locate alternative environments which might be more satisfying to them?

3. *WHY DO YOU LIVE WHERE YOU DO?*

Having ascertained what their living preferences are in terms of the physical environment, the students should be ready to determine what factors have dictated where they live. Students who have already expressed satisfaction with city life and their city may simply discover additional justification of their satisfaction. Those who are not satisfied with the physical environment may learn why they seem to be "stuck" with what they have, and hopefully, gain some insight as to which factors may be remediable.

4. *RECREATION IN THE CITY*

Cities are more than large concentrations of people earning a living. One-third of each working day and at least one weekend day constitute "free time." How individuals occupy themselves during this time often determines whether they are happy, content, and satisfied with who they are and what they do. Have the students check off their preferences for leisure time activities in Chart A, *WORKSHEET 4*, and then match these preferences to the realities of their city in Chart B.

Supplementary Activities

1. Elaborate upon the theme of job opportunities as a prime reason for the growth of cities. Have someone bring to class the "Help Wanted" section of a newspaper.
   - Are many jobs available?
   - Are they the kind which would represent a step up for people like the members of the class and yet do not exceed their qualifications?
   - How do salaries or wages compare with living costs?
   - What historic, economic, and social factors have enabled cities to attract people seeking employment?

2. Have the students construct a chart showing how they spend their earnings. Use the general categories of food, clothing, shelter, medical expenses, transportation costs, insurance, savings, gifts and contributions, and recreation.
   - Do students use budgets to plan the way they will use their earnings?
   - Is there anything left to budget after "basic" expenses have been considered?

WORKSHEET 1: WHAT PEOPLE NEED TO LIVE - PART A

Instructions: People are living things. Like other animals and plants, they have certain needs which must be met if they are to live. List the basic needs of all living things (people, other animals, and plants) on the chart below. For people, also include the things we need to make us happy, to keep our minds alert, and to make our lives comfortable.

PEOPLE NEED:	ANIMALS NEED:	PLANTS NEED:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____		
_____		

WORKSHEET 1: WHAT PEOPLE NEED TO LIVE - PART B

Instructions: Look at the picture and discuss the questions below.

1. Why do we need company (friends, companions)?
2. How important is it to you to have close friends?
3. Is friendship as important as some other needs of people?

WORKSHEET 2: WHERE DO YOU LIKE TO LIVE?

Instructions: For each question below, place a checkmark (✓) next to your choice. If you are happy with your own city for any of the reasons below, check (✓) no change.

1. I would like: ( ) a warmer climate; ( ) a colder climate; ( ) no change

2. I would like: ( ) more snow; ( ) less snow; ( ) no change

3. I would like: ( ) more rain; ( ) less rain; ( ) no change

4. I would like: ( ) more sunshine; ( ) less sunshine; ( ) no change

5. I would like: ( ) to be closer to an ocean, river, or lake; ( ) further away from an ocean, river, or lake; ( ) no change

6. I would like: ( ) to live in a bigger city; ( ) a smaller city; ( ) no change

7. In general I ( ) am; ( ) am not; satisfied with the place where I live

---

WORKSHEET 3: WHY DO YOU LIVE WHERE YOU DO?

Instructions: Place a check (✓) next to every one of the reasons which explains why you live where you do.

1. ( ) I was born here.

2. ( ) My family moved here when I was a child.

3. ( ) I moved here as an adult.

4. ( ) All of my relatives and friends live here.

5. ( ) The weather is the kind I like.

6. ( ) I feel safe here.

7. ( ) I like living where there are a lot of people around me.

8. ( ) I like big cities better than small towns or the suburbs.

9. ( ) This city has more to offer than any other as far as I know.

10. ( ) I came here to take a better job.

11. ( ) I have a better job here than I could get elsewhere.

12. ( ) There are more job opportunities here.

13. ( ) I don't have a job and if I can't get one here, I probably won't be able to get one anywhere else.

14. ( ) It is easier to live here than to try to move somewhere else.

TABLE 1: CITIES OF THE UNITED STATES

Instructions: After completing *WORKSHEET 2*, choose (✓) a city or cities (if any) which have the kind of climate and other physical features you like. (↑ = most or highest; ↓ = least or lowest)

City	January Temp.	July Temp.	Rainfall (in./yr.)	Population	Nearby Water
Albany, NY	23°↓	72°	35.5	115,000	Hudson R.
Albuquerque, NM	35°	79°	8.5	245,000	Rio Grande R.
Atlanta, GA	45°	79°	47.3	500,000	
Baltimore, MD	35°	77°	43.0	905,000	Atlantic O.
Boston, MA	30°	74°	42.7	640,000	Atlantic O.
Buffalo, NY	25°	70°	35.6	465,000	L. Erie; Niag. Falls
Chicago, IL	26°	76°	33.2	3,400,000	L. Michigan
Cleveland, OH	28°	72°	35.3	750,000	L. Erie
Dallas, TE.	46°	85°	34.5	845,000	
Denver, CO	29°	73°	14.8	515,000	
Honolulu, HA	73°↑	79°	21.9	325,000	Pacific O.
Juneau, AL	25°	55°↓	54.7	14,800↓	Pacific O.
Los Angeles, CA	56°	73°	14.8	2,800,000	Pacific O.
Miami, FL	67°	82°	59.9	335,000	Atlantic O.
Newark, NJ	32°	76°	42.4	385,000	Atlantic O.
New York City, NY	33°	77°	42.2	7,900,000↑	Hudson R.; Atl. O.
Phoenix, AR	50°	90°↑	7.3↓	580,000	
Philadelphia, PA	32°	76°	42.5	2,000,000	Delaware R.; Atl. O.
Portland, OR	38°	67°	37.3	380,000	Pacific O.
Rochester, NY	24°	71°	31.3	300,000	L. Ontario
San Diego, CA	55°	70°	11.3	700,000	Pacific O.
San Francisco, CA	49°	63°	18.7	715,000	Pacific O.
San Juan, PR	74°	80°	64.3↑	455,000	Caribbean Sea
Seattle, WA	38°	65°	39.0	530,000	Pacific O.
Syracuse, NY	24°	72°	37.8	200,000	
Washington, DC	37°	78°	40.8	750,000	Chesapeake Bay
Yonkers, NY	32°	76°	42.0	205,000	Hudson R.

- Is there a city you think you would like better than your own?
- If so, would you be able to move there easily?

WORKSHEET 4: RECREATION IN THE CITY

Instructions: (1) In Chart A, place three check marks (√√√) next to the activities you like the most, two (√√) next to those you like fairly well, and one (√) next to those about which you have no strong feelings. Check the activities you like whether it is possible to do them in your city or not, or whether you can afford to do them or not.
(2) In Chart B, list five of the activities which received your highest marks and, next to each, mark (X) the columns which best describe each activity.

Chart A

movies	____	watching:		skiing	____
theater	____	baseball games	____	boating	____
concerts	____	basketball games	____	snorkeling	____
opera	____	football games	____	biking	____
bowling	____	hockey games	____	bocce	____
swimming	____	soccer games	____	gardening	____
playing:		tennis matches	____	fishing	____
tennis	____	golf tournaments	____	hunting	____
golf	____	visiting:		picknicking	____
baseball	____	parks	____	dancing:	
football	____	zoos	____	social	____
handball	____	botanical gardens	____	folk and square	____
basketball	____	museums:		relaxing:	
soccer	____	art	____	at home	____
hockey	____	science	____	at bars	____
pool		history	____	in coffee shops	____

Chart B

Leisure Time Activity	Readily Available In Your City	Available But Very Crowded	Available But Not To Everyone (expensive, private, etc.)	Not Available But Could Be	Could Not Be Available (like skiing in Miami)
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

UNDERSTANDING THE CITY

Objectives

- To allow the students to discover that, while cities have much in common, each is a unique place in which to live
- To develop the understanding among students that the vital parts and functions of a city are things which affect them directly and which determine the way they live

Background Material for the Instructor

The Anatomy of a City

The word "city" means different things to different people. Generally, the term refers to a place larger than a village or town which is an important or prominent center of population. States give cities charters which grant them the power of self-government. Thus, a city is a geographical and a political unit. According to this definition, Albany, N.Y. (115,000) and New York City (8,000,000) are both cities. The differences between them are obvious, probably more obvious than their similarities. And yet, like people, cities have common characteristics which underlie their distinctive personalities.

Cities are vital, pulsating "organisms." The people, and the buildings used by these people, have energy requirements which must be filled if the gigantic total machine is to keep functioning. Air, water, food for people and fuel for machines, and other raw materials are consumed in tremendous quantities. Waste products are spewed back into the air and water or onto the land.

These foods, fuels, raw materials, and waste products are conducted into and out of the city via a complex transportation system in much the same way as vital substances enter, traverse, and exit the animal body via canals, arteries, and veins. All too frequently, this transportation system of the city, increasingly overburdened as it is by the expanding demands people make upon it, slows down or breaks down. This situation has been described facetiously by some as "auteriosclerosis."

The Development of Cities

Today, approximately 70 percent of the American people live in cities. Although some move to cities because of the stimulation and excitement promised, and others come to be near relatives and friends, most people make the move for economic reasons. Small farms are rapidly diminishing in number, and villages provide little opportunity for upward mobility.

Cities offer a variety of jobs, better pay, and better educational opportunities.

An examination of the location and origin of most cities reveals their nature, and explains why they play the economic role they do. The earliest American cities (Boston, New York, Philadelphia, Baltimore, Charleston, and Savannah) were seaports. They were the centers where furs and crops were brought for export or for redistribution to other parts of the country, and where manufactured goods and raw materials were traded. Inland cities grew up along rivers where it was easy for farmers to ship their produce to other parts of the country, and for merchants to receive the equipment, tools, and consumer goods needed by nearby communities. Cities soon became manufacturing centers as well as hubs of trade. They grew faster than the areas surrounding them. Pittsburgh's population, for example, tripled while Pennsylvania's merely doubled. Cincinnati grew three times as fast as the state of Ohio.

The earliest American cities were along the Atlantic coast. Development of the railroad in the middle of the nineteenth century gave impetus to westward expansion which opened up the entire country. However, the highest concentration of cities continues to be in the northeast and around the Great Lakes.

A new westward expansion has been taking place in the second half of the twentieth century. Los Angeles' population increased three times as fast as that of all the other major American cities. Other western and southwestern cities are following suit. The population of San José quadrupled between 1940 and 1960. Tuscon and Phoenix are now congested and spreading cities. Even Albuquerque, New Mexico, a very small city until recently, is expected to reach a population of half a million by the end of this decade.

Just as the railroad influenced the development and growth of cities a century ago, the automobile has influenced the growth and character of the modern city. The terms "urban sprawl" and "megalopolis" are used to describe the current phenomenom of cities and suburbs spilling over each other to form one spreading urban conglomeration, often lacking geographical or social cohesiveness. Los Angeles is one of the most painful examples of this twentieth century contribution to civilization.

Cities, People, and Climate

This post-World War II growth of western and southwestern cities is related to an exodus from the crowded conditions of eastern cities, and to the appeal of the more favorable climate and lifestyle associated with the west. Climatic factors, however, are mere refinements which affect the quality of people's lives. They are not vital factors for man as they are for other animals and plants. Through the millennia, other living things have developed countless adaptations to their environments. They are limited to specific conditions of temperature, humidity, soil, etc. If adverse changes occur in the environment, a species adapts, moves or perishes. Man, because of his ability to reason, to transmit knowledge consciously, and to make decisions, is free to select his own habitat, and

to adapt it to suit his needs. Some human physical characteristics, such as the dark skin pigmentation of tropical natives which protects them against the more intense ultra-violet rays of that region, or the short protruding body parts of people in cold regions, are adaptations which developed in prehistoric times. The need for these structural protections have long since passed, as man learned to build fires, to strip fur from other animals' bodies to cover his own, to design air conditioners, and to use his brain and his opposable thumb for the modification of his environment. Living in a warm or cold, wet or dry, climate is now a matter of individual preference and economic desirability.

For Better or for Worse; For Richer or for Poorer

The vitality of urban life is one of its most attractive features. Cities are wonderful, beautiful, stimulating, sophisticated places. They offer museums, libraries, universities, art galleries, restaurants, exotic shops, theaters, concerts, people of great diversity, chic people, big league sports, and night life.

On the other hand, cities are horrible, ugly, deadening, depraved places. They are centers of vice and crime. Squalor, poverty, disease, hatred, and despair are painted as clearly on some neighborhoods and their residents as the graffiti on buildings and subway trains.

Cities are the strong masters of the nation's industrial life. Most business decisions are made in the major cities. The economic fate of the country is worked out in city skyscrapers. At the same time, cities are weak, as has been demonstrated repeatedly by the crippling effect of a power failure, a major strike, or a few inches of rain or snow.

Cities are paradoxes, and city dwellers are ambivalent about the place in which they live, and the life style that characterizes it. People move at a fast pace out of habit and appear to "live alone and like it." But a feeling of alienation mounts. A sense of community is lost. Most people are not aware of the loss. The interrelationships necessary to keep any community human are present, but are hidden and taken for granted. However, the depth of the need for human interaction can be observed when the city is struck by a temporary crisis. People are abruptly reminded of their dependence on their fellow man, and they reach out together as they share in the struggle to pull themselves back to normal. They welcome this reminder that they share their city with other people, not just with steel, concrete, and the end products of human activity.

Basically, cities are people. Not people in a statistical sense, but in a living sense. Everything in the city, for better or for worse, is a creation of man's intellect. Man has taken a spot of earth, has bulldozed and built, brought in and taken out, planted and killed, created and destroyed, and he has fashioned a city. It is now up to man to use his unique powers of reasoning and decisionmaking to make his city a decent and desirable "place to live."

Worksheet Activities

1. *STUDENT INFORMATION SHEET*

The instructor should familiarize himself with the subject through a reading of the Background Material and any other pertinent sources. Then, read to, or with the students, *WORKSHEET 1*. Through class discussion, provide the students with additional information, such as is contained in the Background Material, which will enable them to understand the Objectives and to complete the other Worksheet Activities which follow.

2. *LOOKING AT THE CITY*

Members of the class, especially those at the beginning reading level, should use this illustrated worksheet as a means of recording their impressions of the city. Their responses should be noted in the spaces provided and then discussed with the entire class.

3. *CITIES: ALIKE BUT DIFFERENT*

Students should compare the city in which they live with some other city they have lived in, visited, or learned about through reading, television, or the movies, and complete the chart on *WORKSHEET 2 - CITIES: ALIKE BUT DIFFERENT*. By answering the questions below the chart, they will describe the differences and similarities between the two cities, using the information they themselves have supplied.

4. *THE CITY AS A SERVANT*

By way of understanding how a city serves them (well or poorly), the students should complete the chart which constitutes *WORKSHEET 3 - THE CITY AS A SERVANT*. Daily activities of individuals involve, directly or indirectly, services provided by or to the city. As in the examples, each activity is related to a municipal function, or to a service provided from outside the city, simply because the city needs it.

Supplementary Activities

1. The filmstrip, *A PLACE TO BE*, with its accompanying manual, was developed expressly as a supplement to these Environment and Society materials. One of the more appropriate places for its use would be here in this chapter, which explores some of the realities of city life. The materials may also be used independently of this lesson plan manual inasmuch as objectives, activities, and questions are provided in the filmstrip manual.

2. Using several copies of a daily newspaper, have students cut out articles which deal with the city and the services it provides to its citizens.
   - What do the students think of their city in terms of these descriptions of services they have found?
   - Do any of the articles suggest that some city services face problems (e.g., a strike by sanitation workers)?

- How do the students' opinions about city services compare with what is revealed (good or bad) by the newspaper stories?

3. Instruct the class members to make lists of the city's features (climate, housing, recreation, transportation) which they would include if they were to develop a brochure for the Chamber of Commerce. Obtain an actual publication from the Chamber of Commerce and compare this with the lists compiled by the students. Discuss the following with the class:
   - Were any major attractions or features described by the Chamber of Commerce not found on their lists? Which ones?
   - Did students depict the city as more attractive or less attractive than the Chamber of Commerce thinks it is? Why?

WORKSHEET 1: STUDENT INFORMATION SHEET

Instructions: Read the following and discuss what the information means to you.

The ring of the alarm clock in the morning is a signal to get up and start another day. How willingly we face each of these new days is a clue to how happy we are, and how well we like our environment.

There has been much talk recently about "the environment." When we hear the word, we usually think about air pollution, water pollution, dirty streets, and disappearing open spaces.

Environment means these things. But, it also means more. Environment is everything and everybody around us; the places we work and the jobs we do; the houses we live in, and the people who share our neighborhoods; the amount of snow that falls, and how quickly the city clears the streets after a snowstorm; the people we pass on the streets, and the looks on their faces; the things we like to do on our days off, and whether we are able to enjoy doing them.

Where a person lives is his environment. At present, nearly 70 percent of the people in the United States live in cities. The growth in number and size of cities has been so great that they now spill over into each other, forming, on the eastern seacoast, a big, sprawling "megalopolis."

Cities are wonderful places. Cities are terrible places. Some people love them. Some people hate them. But, no matter how we feel about them, they are here. We will probably always have them. The better we understand cities, the better we are able to get the most out of them. We must save what is good, and improve what we do not like about cities.

A good way to understand cities is to think about your own as an environment, as a place to live. Ask yourself what your wants and needs are. Then ask how well your city meets these requirements. Think of what you like about your city, and what you would want to see changed. Remember that environment includes everything; what nature provided in the way of air, climate, mountains, water, forests, plants, animals, minerals; and what man has added with his intelligence, his ingenuity, and, unfortunately, with his greed and carelessness.

WORKSHEET 2: LOOKING AT THE CITY

Instructions: Look at the picture below. List some of the things you would see, hear, and smell while walking in the city.

List the kinds of...

BUILDINGS	NOISES	SMELLS	TRAFFIC
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

... you would notice.

WORKSHEET 3: CITIES — ALIKE BUT DIFFERENT

Instructions:

(1) Think of what your city is like and then describe it in the spaces in Column A.

(2) Think of any other city in which you have lived or visited, or even one you have learned about by watching TV, reading, or going to the movies. Describe it in Column B.

(3) Answer the two questions below the chart.

	Column A My City	Column B City X
Size		
Location (state, country)		
Transportation (good, bad; kinds)		
City leader(s) (popular, unpopular, famous)		
Kinds of industry		
Recreation		

- In what ways is your city very much like the other one you described?

_____

_____

- In what ways are the two cities different?

_____

_____

WORKSHEET 4: THE CITY AS A SERVANT

Instructions: Think of the many things that you do each day and list them in Column A below. For each one, give the name of a service which makes it possible for you to do that (in Column B).

Column A My Actions	Column B Service(s) Provided
1. ate breakfast	1. food stores, delivery trucks
2. took a bath	2. water supply
3. went for a walk	3. sidewalks-public works dept.
4. put out the garbage	4.
5.	5. post office
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

IMPROVING THE CITY ENVIRONMENT

Objectives

- To develop in students the understanding that everyone is responsible for our environment
- To cause students to examine more carefully the characteristics of the city as an environment in which they live
- To illustrate that each investment made in terms of preserving the environment produces dividends in the form of an improved quality of life for all

Background Information

A History of Growing Concern

Concern for the preservation of natural resources and for improving the quality of our environment can be noted as having existed for some time in the course of our nation's history. Writers, from Nathaniel Hawthorne to Aldo Leopold, Rachel Carson, and Barry Commoner, have decried the despoliation of our landscape and our resources. Early activities involved efforts to protect our embattled wildlife (National Audubon Society 1886), to preserve our resources (National Conservation Commission, 1908 - President Theodore Roosevelt), and to manage our resources (Tennessee Valley Authority, 1933).

By the early 1960's, conservationists began to recognize the need to broaden the scope of environmental concerns, and the publication of Rachel Carson's book, Silent Spring, dramatized this need among the general public. The central theme in this most significant of Miss Carson's writings was the interrelatedness of living things to each other and to their surroundings. Due to Silent Spring, this theme, and the word ecology which it defines, emerged from the remoteness of science textbooks, stimulating discussion and debate in all circles. The noted biologist, Barry Commoner, expressed it aptly in one of his four famous "laws" of ecology: "Everything is connected to everything else."

In addition to the developing awareness of interrelationships, another change took place in conservation and environmental circles toward the end of the 1960's. Traditionally, conservation was considered a concern related to rural and wilderness areas of the country. Emphasis was on wildlife, soil and forests. If "conservation" had been used in a word association game, the immediate responses would probably have been "contour plowing" or "Save the Redwoods." This reaction has changed in recent years with the growing realization that cities also have environments which need to be preserved and improved.

Environmental Activism in the 1970's

A breakthrough in the environmental movement came with Earth Day on April 22, 1970. An advertisement by the Earth Day Environmental Teach-In Committee printed in the New York Times in January of that year suggested that "a disease had infected our country." The carrier of the disease, the "ad" stated, is man, and its symptoms are smog in Yosemite, garbage in the Hudson, DDT on our food, and decay in cities. The advertisement spoke of April 22 as a day to reexamine the ethic of individual progress at mankind's expense; as a day to look toward a future worth living; and as a commitment to make life better, not just bigger and faster. Suddenly, preserving the environment meant more than preserving the wilderness. It meant cleaning up vacant lots and neighborhood parks; regulating the amounts and types of pollutants being dumped into the air and waters; outlawing the pesticides which kill birds today and people tomorrow; reversing the trend of replacing parks and forests with pavement and subdivision housing; and rejecting food additives whose toxic and carcinogenic properties make eating a hazardous activity.

Even the meaning of the word environment was enriched. In 1970, it meant the life-supporting substances surrounding us; air, water, and the products of the land. It became evident that people and society were part of the environment. The littering, graffiti, and vandalism which are such a cancer in our cities cannot be dealt with only through beautification campaigns. They are part of a syndrome of alienation and societal decay associated with the urban crisis. And, the mountains of garbage piling up are not just indicative of the need for a better method of solid waste disposal. They are part of a pattern of overconsumption based on blind pursuit of convenience, speed, and a larger gross national product.

The period since Earth Day 1970 has been characterized by a flurry of activity, as young and old throughout the country recognized the role of the individual, and found their own ways of participating in the solution of environmental problems. Some of what took place was of the faddist, headline-hunting variety, and became most apparent around the time of the annual celebrations of Earth Day. But, many groups of serious-minded and hard-working individuals arose, bent on the task of tackling some aspect of the crisis in a sustained way, with all of the concommitant toil and disappointment, and with occasional periods of hopeful accomplishment.

The range of these activities has been wide, depending on the needs of each community. The collection of newspapers, cans, and bottles for recycling has been a frequent and common activity all over the country. Cleanups and beautification programs have accomplished much. Composting and organic gardening are popular in the suburbs, and tree plantings are changing the face of many urban communities. Neighborhood groups have attempted to prevent the construction of highways, shopping centers, and tall buildings which deny them the clean air and open space to which they are entitled. Consumer groups are boycotting overpackaged foods. Clean air and clean water committees monitor the quality of these substances in their towns and cities.

It would be misleading to suggest that the environmental crisis is being solved by the action of these citizens' groups. Obviously, the environmental situation is too severe and complicated for that. Experts still do not even agree about the basic causes of our current problems. They produce equally convincing evidence to place the blame on overpopulation, or overconsumption, or the tremendous quantities of nonbiodegradable materials available on the marketplace.

The United States and Western Europe are currently experiencing an energy crisis which has shattered our complacency regarding the question of non-renewable resources. The United States alone, comprising a mere six percent of the world's population, nonetheless consumes approximately 30 percent of the energy produced in the world. Attesting to the dominance of the automobile in our society is the fact that more than one-third (6,000,000 barrels) of the petroleum used daily (17,000,000 barrels) in this country fuels the internal combustion engine.

All experts agree that transportation and solid waste present staggering problems, and no one quite knows what to do about either of them. Some urban experts wonder if our present cities can be saved, and speak of constructing satellite cities planned to avoid the problems of megalopolis.

Summary

Thus, it is almost paradoxical that, the broader the dimensions of the environmental question have become, the more it has become obvious that each person must, and can, play a significant role in reversing the trend. We hear much about changing attitudes and lifestyles, and about the responsibility each individual has to examine and modify his own consumption habits. Besides rethinking his own actions in terms of environmental consequences, or participating in group solutions of isolated problems, the individual has another important task to perform. He must convey to government and industry his demands that the reforms necessary to improve the quality of the environment be legislated and implemented.

Our concerns have multiplied dramatically since Teddy Roosevelt said that, "forests and water problems are perhaps the most vital internal problems of the United States." Perhaps the most hopeful note is that every year more people understand the existence of these problems, and strive to participate in their solution.

Worksheet Activities

1. DISCUSSION

The instructor should familiarize himself with the subject through a reading of the Background Material and any other pertinent sources. Then read to or with the students, *WORKSHEET 1.* Through the class discussion, provide the students with additional information such as is contained in the Background Material and which will enable them to understand the Objectives and to complete the other Activities which follow.

2. *A BETTER CITY FOR EVERYONE*

Members of the class, especially those at the beginning reading level, should use *WORKSHEET 2 - A BETTER CITY FOR EVERYONE* as a means of asking themselves what they as individuals might do to improve the city environment.

3. *POLLUTION*

Numerous factors contribute to the deterioration of our environment and endanger the quality of our lives. Instruct the students to consider those factors listed in *WORKSHEET 3 - POLLUTION* and to add any others that come to mind. They should then attempt to describe the severity of the condition (Part A) and to indicate what is being done about it (Part B). It would probably be more productive for the class members to work on the answers together rather than individually.

4. *AIR AND WATER*

With a view to having an environmental protection spokesman speak to the class, have the students complete, to the best of their ability, *WORKSHEET 4 - AIR AND WATER*. Class members may think of further questions to add to the list. Arrange for a local or State official to speak to the class about these problems.

5. *GETTING SOMETHING DONE*

Permit students to discuss common neighborhood and city-wide environmental problems. They should be able to add to the list in *WORKSHEET 5 - GETTING SOMETHING DONE*. Then, as a group, students should select the best remedy to each problem from the list provided.

6. *ENERGY*

Considering the gravity of the energy crisis which confronts our nation, and the world, it would be very useful to discuss with the students their feelings about energy conservation measures. In *WORKSHEET 6 - ENERGY*, solicit the reactions of class members to the list of suggested fuel/energy economy measures. They should indicate their feelings about each by assigning one or more of the attitudes described from A to E to each of the measures listed. It is important that you discuss their choices and their reasons with them.

Supplementary Activities

1. Instruct the students to gather information about citizens' environmental groups which are active in the city.
   - Have these organizations accomplished anything? What?
   - Are they and their goals respected in the community? Why or why not?

2. The supplementary filmstrip, *A PLACE TO BE*, with its accompanying manual is also appropriate here in this topic. Portions of it would be especially supportive of *WORKSHEET 5 - GETTING SOMETHING DONE*.

3. As a summary activity for all three of the topics of *People and Cities*, have each student write a letter which could be sent to someone who is considering moving to his city. In the letters, class members should describe the good and bad features of the city, with information about housing, jobs, weather, and all of the other considerations which have been under discussion through the use of this manual. Compare the substance of these letters with the students' feelings at the outset of the program for any discernible changes in attitude.

WORKSHEET 1: STUDENT INFORMATION SHEET

Instructions: Read the following with the instructor and the class and discuss what the information means to you.

Something important happened to our country on April 22, 1970. We called that day "Earth Day." It was the beginning of a movement to stop polluting the earth, and to start improving our environment.

A new word was added to our vocabulary. Newspapers, TV, and radio spoke of "ecology." They told us the world was in danger if we kept on hurting the air, water, and land, and the things living in the air and water and on the land. They said that what hurts any one of these things, hurts everything, including us.

Cleanups, protests, sit-ins, and teach-ins spread the message to "Save Our Earth." Pogo told us that we had met the enemy, and the enemy was us.

The bustle and excitement of the first Earth Day has died down, but not without leaving its mark. No longer do we look at smog-filled air or muddy rivers and say that this is the price we must pay for progress. Throughout the country people know that if we want to have a world worth living in, things will have to change. And they know that we are all going to have to work hard to bring about that change.

The hopeful thing about the fight to improve the environment is that everyone *can* do something about it. This is one thing we learned from Earth Day. We all helped to cause the problem. We can all do something to stop it. No one is "too small" or "too unimportant" to have a voice in this battle.

As tough as environmental problems are, there are more things we "little people" can do about them than about some of the other big problems facing our country and our world. We might not have much luck doing away with wars, crime, and poverty, but we don't have to shrug hopelessly when we see litter on streets, or when our ears are blasted by city noises.

There are three ways we can act to solve environmental problems. We can improve our own way of living. We can roll up our sleeves and clean up the mess other people make. And, we can use our vote to tell legislators what kinds of laws our city and country need to prevent any further harm to the environment.

Our environmental problems are far from being solved. Every day it becomes clearer that these problems are not simple. We don't even understand all of the problems yet, but we do know something is wrong. We know we do not like what has happened, and we are going to do something about it. This is good. Dissatisfaction is the first big step toward bringing about change and solutions.

WORKSHEET 2: A BETTER CITY FOR EVERYONE

Instructions: Look at the picture and then list below some things people can do to make the city a better place to live.

Making the city a better place to live: WHAT CAN I DO?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

WORKSHEET 3: POLLUTION

Instructions: Add as many environmental problems as you can think of to the list below. Then, for each problem listed, check (√) how bad it is in Part A and check (√) what is being done about it in Part B.

THE PROBLEM	Part A *HOW BAD IS IT?*			Part B *WHAT IS BEING DONE?*		
	severe	annoying	not bad	nothing	being looked into	controls in effect
engine exhaust						
factory smoke						
loud noise (jets, construction, etc.)						
poor drinking water						
litter on streets						
poorly managed city dumps (overflow, rat problem, etc.)						
condemned and abandoned buildings						
polluted streams, rivers, etc.						
too many billboards						
too much traffic						

WORKSHEET 4: AIR AND WATER

Instructions: Read the information below and then look at the questions which follow. You will be able to answer some questions with other members of the class. The others can be answered by writing to a city or State environmental agency, or by having someone from the agency come to class.

Air and water are the two most important life-supporting substances. People can stand very hot or very cold temperatures. They can live many days without food. But, no one can live without air, and no one can live for long without water. The lack of air and water is one of the chief reasons nothing can live on the Moon or Mars.

In the past few years, we have realized that Planet Earth is in danger because of what we are doing to our air and water supply. Many scientists have said that the world as we know it can not last much longer unless we do something about our environment, especially our air and water supply.

1. What are the chief causes of air pollution in your city?

   _____

   _____

   _____

2. Has it become better or worse during recent years?

   _____

3. Is anyone doing anything about it? _____ If yes, who? _____

   What? _____

4. Where does your city get its water?

   _____

5. What are the causes of water pollution?

   _____

   _____

   _____

6. Has it become better or worse during recent years?

   _____

7. Is anyone doing anything about it? _____ If yes, who? _____

   What? _____

WORKSHEET 5: GETTING SOMETHING DONE

Instructions: Several general ways of trying to handle environmental problems are listed below:

A. Do something about it yourself.

B. Get in touch with a public agency (sanitation, park department, etc.).

C. Get in touch with a citizens' environmental group.

D. Write to an elected official.

E. Write a letter to the editor of the local newspaper.

Next to each of the environmental situations listed below, write the letter(s) standing for the method(s) you think would be best for handling that particular problem.

PROBLEM	BEST METHOD(S) OF HANDLING THE PROBLEM
1. An apartment house across the street has dark smoke coming from its chimney every day.	
2. Water fountains, benches, and shrubs and trees in the park have been vandalized.	
3. Buses, police cars, and taxis idle their engines for long periods of time.	
4. Old tires, abandoned cars, sofas, and other junk are found on a vacant piece of public property.	
5. The sidewalk in front of your house has a lot of litter on it.	
6. Garbage is not collected on time and, as a result, it gets scattered over the sidewalk and street.	
7. Bottles and newspapers make up a large part of the trash to be collected.	

*NOTE TO THE INSTRUCTOR:

One of the best outcomes of this activity might very well be a student-developed directory of agencies and groups concerned with such problems. The directory would include: name of organization, specialty (if any), address, phone number, and contact person. The result then becomes a community resource.

WORKSHEET 6: ENERGY

Instructions: Show how you feel about the 17 energy-saving suggestions listed. Write one or more of the letters A through E from the list of choices below in the blank next to each suggestion.

A. I am already doing this.
B. It would be uncomfortable, inconvenient, or difficult for me to do this, but I would try if others would.
C. I would not do this unless someone forced me to.
D. I don't think people should have to do this until after government and industry have done it.
E. I think it is unfair to expect people to make such a sacrifice.

HOW TO SAVE ENERGY:

_____ 1. Avoid fast getaways and drive at a steady speed.
_____ 2. Do not drive over 50 miles per hour.
_____ 3. Use your automobile only when necessary.
_____ 4. Do not allow the engine to idle more than a minute or so. (Less fuel is used in starting than when idling during short stops. Also, in cold weather, engine warmup time need only be a minute or two.)
_____ 5. Keep your car's engine tuned.
_____ 6. Make sure that tires are properly inflated.

_____ 7. Buy an automobile which will give safe, longlasting, economical transportation.
_____ 8. Avoid automobiles which are "loaded" with options and accessories, thus making the car more expensive to run and to repair.
_____ 9. When possible, use public transportation instead of your automobile.
_____ 10. Use lower wattage light bulbs where possible.
_____ 11. Turn off lights when they are not being used.
_____ 12. Use the more efficient flourescent lighting rather than incandescent (light bulbs) lighting when possible (desk lamp, kitchen lighting, etc.).

_____ 13. Consider purchasing a standard refrigerator rather than a "frost free" model (which uses as much as 40% more electricity).
_____ 14. Place weatherstripping on windows and doors to keep heat in and drafts out.
_____ 15. Install storm windows if you own your own home, or encourage the landlord to do so if you rent.
_____ 16. Set your furnace thermostat at 68°.
_____ 17. Keep closet doors closed to avoid heating area which do not need it.
_____ 18. Try to purchase food and other items which use the least amount of packaging (when it is possible to make a practical choice).

Most of the suggestions above will result in cash savings to you in addition to conserving energy.